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ABSTRACT

One of the major educational responsibilities of schools in the United States is that of preparing individuals for effective participation in a complex, multicultural society. This position paper establishes a framework within which the means for developing multicultural interaction and understanding can take place. The Policy and Position Statements rest on the premise that schools in a multicultural society must also be multicultural in their policies, organization, and curricula. In order to implement this policy, all segments of the community must be involved, including educational agencies and their governing boards, principals, teachers, counselors and support staff, curriculum administrators, librarians, post secondary institutions, parents, and students. (Author/RLV)

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ED185209

Position Statement on

Multicultural Education

Michigan Department of
Education

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FOREWORD

One goal of education is to transmit the culture of the country. Undoubtedly the most distinctive characteristic of this vast nation is the intriguing cultural diversity of its people. Although to "be an American" carries with it a certain singular attribute of custom and perception, the people of this country represent many races, colors, nationalities, and cultures. This diversity forms the foundation of our national community of American purpose and pride.

The melting pot theory of rejecting cultural differences in favor of amalgamation into one monolithic people has been discarded. In its place is the appreciation and encouragement to retain one's culture and ethnic heritage. It is with this recognition that the Michigan Legislature in December, 1974, passed Public Act 353, introduced by Representative Jackie Vaughn.

There remains in education the constant challenge of transmitting concepts of respect and appreciation for cultural diversity, especially within a framework of the philosophical and theoretical concept of the rights of all children and youth, regardless of race, creed, national or social origin, sex, religion, language, political or other opinion, property, birth or other status, to have opportunity through education to develop their abilities and talents.

The April, 1978 Presidential Executive Order which established the National Commission on the International Year of the Child reaffirmed the country's commitment to assuring these human rights. Among the Principles of the Declaration of the Rights of the child is Principle 7, stating that each child should be given an education which will promote their general culture and enable the individual, on the basis of equal opportunity to develop abilities, individual judgement and a sense of moral and social responsibility, and to become a useful member of society.

Continuing its efforts to assure equality of opportunity in the schools, the State Board of Education adopted a Resolution in November, 1978 which endorsed the observance of the International Year of the Child and stated its intent to propose resourceful and imaginative policies and procedures to assure that education in the state's schools be characterized by equality, equity, and excellence.

The purpose of this document on multicultural education is to describe specific procedures and activities which support the State Board policy and commitment to the principles of the rights of children and youth to an education and to describe the role of school policies and procedures which translate these concepts and principles into realities.

This document has three parts:

I. A Policy Statement on Multicultural Education in Michigan — a statement of understanding and commitment of the State Board of Education; it is binding upon the State Board and serves as a suggested policy direction for all educational institutions in Michigan.

II. A Position Statement on Multicultural Education in Michigan — a declarative affirmation of the State Board's point of view regarding education which is multicultural; it connotes agreement with the principles of human rights and concurrence with the underlying assumption of the policy statement.

III. A Recommended Framework for Action —
This document of recommended practices and approaches provides a framework of policy and action in the implementation of education which is multicultural and serves as direction for school district administrators, teachers, counselors and student support personnel, librarians and curriculum directors, and postsecondary institutions, especially teacher training institutions.

Many individuals contributed to the development of this approach to Multicultural Education in Michigan and are so noted in the closing pages; but, I must single out the considerable and diligent work of Ms. Claudette Nelson who spent many long hours of research, writing and editing to arrive at this product.

There remains a crucially important third component — the development of Multicultural Curriculum Guidelines. I have directed Department of Education staff to develop the guidelines, which will be structured to provide suggested activities, resource materials, and model programs to educators as they endeavor to convey the concepts of education which is multicultural to students at the Primary, Elementary, Middle and High School levels.

Implementing programs which foster the concepts of education which is multicultural is a formidable task. But, the potential of a more humane and understanding people, cognizant of and enriched by various cultural heritages, yet sustained and strengthened by their commitment to ensuring the human rights of all, should be more than worth the effort. Ideally, that is what this country is all about.

John W. Porter
Superintendent of Public Instruction

March, 1979

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I
POLICY STATEMENT ON MULTICULTURAL EDUCATION

It is the policy of the State Board of Education to assure equality of educational opportunity for every individual in the state, regardless of race, sex, age, religion, language, socio-economic or ethnic background, physical or mental condition, or marital status.

It is the policy of the State Board of Education that all efforts be made to acknowledge and recognize that we live in a diverse and multicultural society, consisting of racial, ethnic, and religious groups whose cultures, values, beliefs, and lifestyles are valid and viable elements of our democratic society. In this context, the State Board of Education fully recognizes the rights of persons in the Michigan educational community to learn within the framework of cultural experiences which maximize the individual development of their human potential.

It is the policy of the State Board of Education to initiate and maintain appropriate procedures to actively foster and support educational agencies in their efforts to design and implement instructional experiences that will lead to a more humane and democratic society in our diverse, multicultural state and country.

It is further the policy of the State Board of Education that the local governing boards of each educational agency should assume the responsibility for implementing the State Policy on Multicultural Education, consistent with the intent of Public Act 353 of the Michigan Legislature (December 21, 1974).

Finally, it is the policy of the State Board of Education that technical assistance will be provided to local educational agencies in their efforts to foster in all subject areas curriculum modification, implementation of practices, and utilization of instructional materials which provide all children, youth, and adults of the Michigan educational community a basis for understanding and appreciating the contribution of both females and males, racial and ethnic minority groups in our society.

II
POSITION STATEMENTS ON MULTICULTURAL EDUCATION

A. EDUCATION IN A MULTICULTURAL UNITED STATES

One of the major educational responsibilities of schools in the United States is that of preparing individuals for effective participation in a complex, technological, diverse and multicultural society. In a multicultural democratic society such as ours, each school's staff has a particular responsibility to contribute to the understanding of the cultural diversity in the United States. This position statement establishes a framework within which the means for developing multicultural interaction and understanding can take place. The Policy and Position Statements rest on the premise that schools in a multicultural society must also be multicultural in their policies, organization and curricula. Because Michigan is particularly rich in its cultural diversity, its schools should encourage and incorporate this diversity throughout the total school program and curriculum.

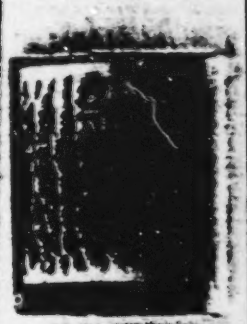
Multicultural education is education that: 1) acknowledges cultural diversity as a positive fact of life in the United States; 2) affirms that cultural diversity represents a valuable resource which should be preserved and utilized; 3) values diversity and views cultural differences as a positive and vital force in the continued development of this society; 4) recognizes that inherent in our Constitution is the respect for the intrinsic worth of each individual regardless of ethnicity, race, religion, sex, socio-economic status, physical or mental condition; 5) seeks the optimal combination of affective and cognitive growth; and 6) recognizes the value of integrity of group cultures with that of the requirements of national unity.

B. FOUNDATIONS OF MULTICULTURAL EDUCATION

Multicultural education rests on several foundations, each one giving clarity and additional richness to the one concept. The basic foundations are:

1. One fundamental source of individual differences is cultural in origin.
2. Cultural diversity is a fundamental characteristic of life in the United States.
3. Cultural differences are of value and represent a resource to further enhance human and societal potential.
4. In a democratic society, one meaning of individual freedom is that individuals have the intrinsic right to select types and forms of cultural expression as long as such expressions do not infringe on the rights of others.

C. SOME ELEMENTS OF MULTICULTURAL EDUCATION



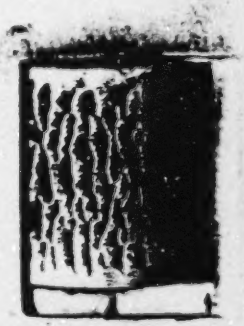
Equality of Educational Opportunity. When school doors open all over Michigan, a variety of cultures cross the thresholds, for the students embody the cultures. These cultures contain elements springing from ethnicity, color, status, religion, social class, regionalism, sex, age, vocation, and neighborhood. Educational opportunity is not equal if schools consider any one culture that is different from the predominant culture as irrelevant, inferior, or both. If schools stifle a student's home culture, to that extent the student is stifled.

When schools develop curricula on the basis of the strengths (very broadly considered) of all the students, when they value and utilize cultural diversity, all students have increased opportunities for learning and for optimal personal growth. All students are thus aided in such a learning environment to move beyond ethnocentric limitations into an appreciation of a multicultural society. Only with education which is multicultural does equality of educational opportunity come within reach. Multicultural education is by no means the only requirement for achieving equality of educational opportunity for all children, youth, and adults, but it is an essential element.

Religious Beliefs and Separation of Church and State. All cultures contain religious institutions and influences. In studying cultures it is important to consider the constitutional separation of church and state in the United States and in Michigan. While not allowing the actual practice of or training in religion in the public schools, it is permissible, however, to explain and discuss religious practices, ideas and beliefs.

D. GOALS OF MULTICULTURAL EDUCATION

1. Education which is multicultural is goal oriented. Successful implementation of the concept in the school curricula should result in several positive outcomes and should result in the student having:
   a. A positive self-image in understanding one's own culture and an appreciation for the culture of others;
   b. A clear understanding of one's own value systems, cultures, customs and histories as well as those of others different from oneself;
   c. An appreciation of the individual and cultural differences;
   d. A sound preparation for a productive participation in one or more cultures;
   e. A desire to contribute to and thrive in a culturally diverse nation and world;
   f. A respect for the freedom and dignity of all individuals, an acceptance of the responsibilities of sustaining and enlarging the institutions of all people in a complex, multicultural, interdependent society, which will contribute to greater freedom; and
   g. A wide spectrum of choices of careers and of culturally-evolved lifestyles — choices which are based on each student's desires, aspirations, and capabilities.



III
A RECOMMENDED FRAMEWORK FOR ACTION

In order to implement the State Board of Education *Policy Statement* and *Position Statements* on *Multicultural Education*, all segments of the community must be involved, including but not limited to the following:

A. EDUCATIONAL AGENCIES AND THEIR GOVERNING BOARDS

To re-examine crucial issues in contemporary education: shifting philosophies of education; accountability; teacher pre-service and in-service training; the forces and complexities of racism, sexism, elitism, classism, prejudice, and discrimination in American life and the impact of these forces on instruction and behavioral outcomes; life-role competencies; and equities in school finance.

B. PRINCIPALS

To become the primary change agent in modifying procedures and practices, consistent with the goals of education which is multicultural, within the social system of the school and to maintain an environment supportive of the continuous analyzing of what school is for and for whom the school exists.

C. TEACHERS, COUNSELORS AND SUPPORT STAFF

To become the essential persons who can ensure that the school climate reflects the recognition that diverse cultural characteristics and backgrounds are valuable and significant, enriching the strength and vitality of the community, state and nation.

D. CURRICULUM ADMINISTRATOR AND LIBRARIAN

To describe concepts which permeate all aspects of the school curricula and culture of the school, and to implement interdisciplinary and multidisciplinary approaches which will be comprehensive in scope and sequence.

E. POST-SECONDARY INSTITUTIONS: Counselor-Training Institutions and Teacher Training Institutions

To specifically design and implement professional development experiences for the acquisition of knowledge and skills on the implications of living in a diverse, democratic and multicultural society; and, to develop new training programs to ensure the attainment of goals and objectives for the implementation of multicultural education in educational agencies.

F. PARENTS, COMMUNITY AND STUDENTS

To advise the educational agencies on what parents, the community, and the students reasonably expect from schooling; and, to make recommendations to ensure that the schooling and educational process have substantive content as well as psychologically healthy structures while focusing on the development and support of healthy, well-integrated human beings; and, to assist in defining what the school is for and for whom the school exists.

A. EDUCATIONAL AGENCIES AND THEIR GOVERNING BOARDS

In order to attain the goals and objectives of the COMMON GOALS OF MICHIGAN EDUCATION so as to ensure that all children, youth, and adults will have access to equal educational opportunities, the State Board of Education recommends the following procedures to each educational agency and its governing board.

1. Adopt a multicultural, non-sexist policy statement and develop and implement educational objectives based on the policy statement.
2. Establish system policies and procedures for governance of a school climate consistent with democratic ideals and multiculturalism.
3. Develop administrative policies and procedures which:
   a. Ensure favorable conditions so that traditional practices in both structure and function which interfere with the optimum growth of the students can be identified and changed.
   b. Encourage staff to capitalize and build on cultural differences which heretofore have been negated or ignored.
4. Examine theories which form the basis of agency policies, goals, objectives and practices for instructional and behavioral outcomes for education which is multicultural.
5. Establish a district-wide advisory committee whose membership should include males and females, representatives from racial minorities and ethnic groups from staff, students, parents, and citizens from the community. The role and function of this group may be to:
   a. Serve as an advisory body on equal educational opportunity.
   b. Recommend to the agency the kinds of practices and the modification of certain existing practices in the agency which are more responsive to the needs of students and staff in a complex, technological, and multicultural society.
   c. Advise the agency on the kinds of educational policies and practices which encourage and support education which is multicultural.
   d. Identify characteristics in the system which may lead to unequal distribution of educational opportunities for racial minorities, ethnic groups, females and males.
6. Conduct periodic seminars designed to stimulate thinking about multicultural issues affecting change in the school system and in the individual schools.
7. Identify ways to help principals confront issues and problems of needed change and how to develop techniques for dealing with them.
8. Develop and implement continuing transitional bilingual or multilingual and multicultural education programs in accordance with state statute and guidelines.
9. Encourage the teaching of other language systems in a positive light.
10. Review practices for assigning and evaluating students for special education and compensatory programs when the percentage of minority or ethnic students exceeds the percentage in the district-wide population.

11. Institute staffing patterns that reflect the multicultural and multiracial characteristics of our state.

12. Provide for the maximum flexibility of alternative experiences for all students.

13. Design and implement in-service programs to enhance staff's ability to successfully implement education which is multicultural.

14. Establish and implement policies to recruit and maintain a multiethnic total school staff, sensitive to the needs of implementing education which is multicultural.

B. PRINCIPALS

In order to attain the goals and objectives of the COMMON GOALS OF MICHIGAN EDUCATION so as to ensure that all children, youth, and adults will have access to equal educational opportunities, the State Board of Education recommends to principals the following procedures:

1. Establish and implement goal-setting administrative procedures to ensure that the objectives for education which is multicultural are attained.

2. Develop and maintain an administrative structure that unites the principal, teacher, curriculum and student in culturally pluralistic experiences.

3. Establish administrative procedures to ensure goal and objective attainment for education which is multicultural, which action should include, but not be limited to, the following:

   a. Inservice activities and programs that are determined by the principal and teachers and that are designed to encourage staff to become more flexible, adaptive, and receptive to learning new behaviors in teaching and providing services to all students.

   b. Modifying staffing practices to reflect the multicultural aspects of our society.

   c. Modification of procedures and practices to bring about congruence of school culture and the learning styles of the students.

   d. The placement of teachers and counselors who are agents of change as leaders of a team that serve as nucleus for staff in modifying practices and developing strategies for education which is multicultural.

   e. Opportunities for teachers and counselors to observe instructional and counseling alternatives for implementing education which is multicultural.

   f. Opportunities for students at all grade levels to have wider ranges of options of how they learn.

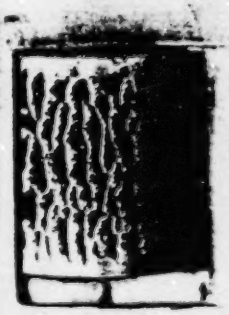
   g. Increased parent, student, and community involvement in the decision-making process.

   h. Review of testing practices, interpretation of tests, counseling practices, assessment instruments and utilization of such instruments to ensure their relevance and usefulness.

   i. Organization of time, space, personnel and resources to facilitate the maximum flexibility of alternative experiences for all students.

4. Establish a School Task Force of teachers of various grade levels, counselors, students, and parents (a) to make a total analysis of the school's program and curriculum for multicultural perspectives; and (b) to survey the school-community for available human and material resources to assist the school in providing educational experiences which are multicultural.
5. Review the impact of cultural dynamics as they affect the implementation of school practices, such as the student code of conduct, extracurricular activities, staffing characteristics, staff meetings, etc.
6. With teachers, design and implement inservice programs on education which is multicultural. Activities of the programs should include, but not be limited to, the following:

a. Information and Data Indicating That —
   (1) Conventional ways of teaching and counseling are not effective for all students.
   (2) The classroom is a microcosm of the school culture and multicultural society.
   (3) The school is capable of reflecting cultural backgrounds of the students in all of the school culture.
   (4) Some students fail because of the malfunctioning of the school as a social system.
   (5) Learning outcomes are related to teacher expectation and behavior as well as social, economic, and cultural conditioning.
   (6) Language of a cultural group is the primary role of expressing their needs, wants, goals: their being.
   (7) The whole curriculum can be education which is multicultural.
   (8) The interraction between teacher and student, counselor and student is fundamentally a sociopsychological process.
   (9) The historical experiences and socialization of different racial and ethnic groups indirectly determine behavior and learning styles.
   (10) Differences are not the same as being inferior or bad.
   (11) The contributions of the home and community that the student brings to the school culture have worth and value.



b. Acquisition of Knowledge and Skills —
   (1) Reviewing alternative approaches to teaching and counseling, mindful of the unique personality of each student.
   (2) Analyzing instructional deficiencies experienced by students in our diverse and multicultural social system.
   (3) Designing projects focusing on modifying teaching and counseling practices for education which is multicultural.
   (4) Understanding and interpreting classroom and counseling

dynamics as related to effectiveness in a diverse and multicultural society.

(5) Translating human relations skills into learning experiences for students.

(6) Reviewing the historical experiences and socialization of different racial and ethnic groups as variables which indirectly determine behavior and learning styles.

(7) Distinguishing between cultural differences and learning differences.

(8) Analyzing the forces of racism, sexism, prejudice, and discrimination in American life and the impact of these forces on the experience of majority and minority groups.

(9) Reviewing the history, heritage, beliefs, customs, mores, traditions, communication styles, moral codes, and religious beliefs of the racial and ethnic groups in the school culture.

(10) Reviewing the history and contributions of women in the society and culture of the United States, the state and the community.

(11) Identifying where cultures are similar and different and where they may conflict.

(12) Reviewing the psychological and socio-cultural processes of early childhood growth and development.

(13) Utilizing effective teaching practices as identified and designed by other teachers or by state and national projects focusing on education which is multicultural.

(14) Identifying and utilizing instructional materials for education which is multicultural.

c. Focus on Modifying Practices in the School Culture —

(1) Infusing the entire curricula with recognition of the customs, mores, folklores, history, cultural appreciation of racial and ethnic groups and of males and females in our society.

(2) Adopting and utilizing teaching and counseling practices which acknowledge the value and worth of the socio-cultural background of all the students.

(3) Adopting and utilizing career counseling practices which ensure equal access of opportunities for all students.

(4) Utilizing culturally specific instructional materials in all subject matter and at all levels.

(5) Introducing and maintaining special units about racial minorities and ethnic groups in all subject matters and at all levels.

(6) Introducing and maintaining special units on the contribution of women in all subject matters and at all levels.

(7) Capitalizing and building on differences which heretofore have been negated or ignored.

7. Encourage and support educational structural changes that permit teachers and counselors to relate to the student as an individual.
8. Encourage teachers and counselors to challenge, to validate or invalidate existing practices in the school culture.
9. Encourage teachers and counselors to design and experiment with nontraditional or "unorthodox" techniques that reflect understanding and respect of cultural diversity and multi-ethnicity in the school culture.
10. Support demonstrative and exemplary teaching and counseling practices which reflect education which is multicultural.
11. Allow for periodic school displays, exhibits, assembly programs, hallway and entrance decorations, cafeteria menus, and extracurricular programs which reflect the ethnic diversity in our state.
12. Solicit the participation of students from different ethnic backgrounds in extracurricular activities.
13. Make every effort to indicate available cultural identification options among the staff and students.
14. Support the educational rights and goals of students to select or reject a specific culture.
15. Modify or change both the function and structure of educational practices in the school which tend to act as constraints to attainment of goals of education which is multicultural.
16. Separate classroom visits and observations of new ideas and curriculum changes for education which is multicultural from structured practices of teacher evaluation.
17. Review the role of the building leader and consider how the use of one's own cultural configuration — race, ethnicity, sex, age, socioeconomic status, geographical and cultural background, and value system — affect the development of expectations and goals for the building staff and students.

C. TEACHERS, COUNSELORS AND SUPPORT STAFF

In order to attain the goals and objectives of the COMMON GOALS OF MICHIGAN EDUCATION so as to ensure that all children, youth, and adults will have access to equal educational opportunities, the State Board of Education recommends to teachers, counselors, and support staff the following procedures:

1. Participate with the building committee to analyze the school culture and use similar techniques to analyze the classroom culture and practices in the guidance counseling process for education which is multicultural.
2. Establish instructional and behavioral objectives:
   a. To provide students with adequate opportunities to internalize the process of knowing, of becoming, and of coping in a complex, technological and multicultural society.

b. To design and implement purposeful learning activities in the essential skills, using the interest, cultural background, purposes and goals of each student.

c. To provide students and parents with opportunities to suggest learning experiences and activities relating to cultural or ethnic background of the students.

d. To provide students with the opportunities for acquiring knowledge and skills for becoming flexible, adaptive and receptive citizens with the ability to approach problem-solving activities with a built-in repertoire of multicultural perspectives.

e. To provide students with opportunities to acquire knowledges and skills and political awareness to enable them to derive equal benefits, to function effectively, and to contribute to American society as accepted members of their own cultural and linguistic communities.

f. To provide students with the opportunities to work cooperatively in groups having diverse cultures for increasing social and human effectiveness and for identifying biases or unwarranted assumptions.

g. To provide students with opportunities to acquire knowledge and skills to help them function effectively within the common culture, their own ethnic culture, and other ethnic cultures.

h. To provide students with opportunities to acquire knowledge and skills in the arts, music, history, sociology, psychology, and appropriate philosophies and literature of their cultural background.

3. Consider how the use of one's own unique cultural configuration — race, ethnicity, sex, age, socioeconomic status, geographical and cultural background, beliefs, and value system — affect the development of expectations and desired behavioral and instructional outcomes for student learning.

4. Identify and analyze one's own beliefs, teaching and counseling theories and practices and classroom management styles for attaining goals and objectives of multicultural education.

5. Analyze the unique cultural personality that each student brings to the teaching-learning and counseling setting, and endeavor to:

a. Acquire intimate knowledge of the cultural background of the students.

b. Understand and respect the language of the student as a vehicle for communication and thought.

c. Develop learning experiences congruent with the interest, experience and cultural background of the students.

d. Individualize instruction within a framework in which the students, their language, experiences, race, and sex are seen as worthy avenues for enhancing learning.

e. Gain a clearer sense of cultural dynamics as they affect the educational achievement and progress of the students.

f. Recognize the worth and contributions of home and cultural communities in the development of the student's personality.

g. Recognize and understand the obvious and subtle manifestations of cultural diversity, e.g. in style of dress, customs, language, moral codes, skin pigmentation, cognitive learning styles, personality constructs, and how they interact with the teaching-learning setting and the counseling processes.

h. Recognize that conventional ways of teaching and counseling are not effective with all students.

i. Create and maintain a recognition of human similarities and differences and that being different is not synonymous with being inferior.

6. Provide students and parents with opportunities to become active in the diagnosis, prognosis and assessment of student instructional and behavioral objectives.

7. Initiate discussion and dialogue with colleagues on substantive issues on providing education which is multicultural so as to generate new ideas and secure on-going cooperative help.

8. Provide services which will promote positive self-image and positive intergroup relations.

9. Utilize guidance services and teaching-learning experiences which will foster positive home/school relationships and contacts between parents and school personnel, regardless of the race, ethnicity, or socioeconomic status of the student.

10. Utilize instructional and career-guidance materials to demonstrate adults in a variety of jobs and activities to indicate that they can be performed by a person, regardless of race, creed, sex, national origin, or socioeconomic status.

11. Utilize bilingual and bidialectal modes of expression in the classroom and counseling environment, where appropriate, to enhance the students' self-concept, cultural confidence, and communications effectiveness.

12. Recognize the students' expressive mode while using standard English as the instructional medium.

13. Teach about other language varieties as modes of expressions.

14. Develop a repertoire of instructional and behavioral objectives for education which is multicultural.

15. Develop a repertoire of teaching, guidance, and counseling strategies that will enhance the optimum growth and development of the student, and, which activities may include, but not be limited to, the following:

a. Integration of knowledge and living; understanding and being; social importance and personal relevance.

b. Transmission of the multicultural concept into humanistic, artistic, and scientific subject matters.

c. Identification and utilization of instructional and guidance materials which reflect the multicultural character of the school, the community, the state and the nation.

d. Emphasis of subject matter and counseling practices which focus on the themes which unify the diversity of knowledge, humanities, and

religion to define and realize the characteristics of persons in a diverse and multicultural society.

16. Develop strategies for guaranteeing real equity in the classroom.
17. Utilize human and material resources from the entire community to assist in developing and implementing teaching-learning experiences for education which is multicultural.
18. Modify or change both the function and structure of teaching, guidance and counseling practices which tend to act as constraints to attainments of goals of education which is multicultural.
19. Organize and develop instructional and counseling experiences which will result in:
    a. The positive endorsement of cultural diversity.
    b. The cognitive acquisition of concepts, facts, ideas of cultural diversity.
    c. Performance skills in utilizing cognitive acquisition of concepts, facts, ideas of cultural diversity.
    d. The acquisition of behavioroal and instructional skills for life long competencies.
20. Emphasize conceptualization of the cultural diversity of the school, the state and the nation for describing the process of democratic institutions and their applications for social involvement of students.
21. Translate the needs of racial minorities and ethnic groups into operational programs of learning by using teaching, guidance and counseling techniques which promote and encourage the thinking process for solving problems of persistent life situations.
22. Endeavor to recognize and appreciate that the school potentially simulates the megalopolitan state in which we all live, by:
    a. Assuming that all students belong.
    b. Recognizing that the classroom and counseling experience are supportive milieu for students to acquire skills for the purpose of self-realization.
    c. Recognizing that there is a variety of possible rewards in multidimensional, multicultural classroom and counseling activities.
    d. Supporting behavior that expresses shared commitment to goals of education which is multicultural.
    e. Reaffirming the democratic belief that diversity is the source of strength in our open and democratic society.
23. Endeavor to make teaching practices congruent with the learning styles of the students, particularly using instruction that is concrete and abstract, inductive and deductive, kinetic, verbal, and visual
24. Develop and utilize guidance and counseling experiences to enhance student participation in decision-making and to assist them in perceiving contradictions in matters affecting their lives.

25. Provide frequent opportunities for learning experiences to reflect central and leadership roles of racial minorities, ethnic groups, and women.

26. Develop comprehensive learning guidance and counseling experiences that present racial, ethnic, religious groups, and women in our society in such a way as to build positive images, mutual understanding and respect.

27. Develop learning and counseling experiences which will clarify past and contemporary forces and conditions which impact on the lives of certain racial minorities, ethnic minorities, religious groups, and women.

28. Increase the students' cognitive knowledge about their ethnicity and their empathetic capability with regard to racial and ethnic groups in the history and culture of society in Michigan and the United States.

29. Utilize cultural-specific instructional materials to teach fundamental skills as reading, writing, mathematical skills, and reasoning.

D. CURRICULUM ADMINISTRATORS AND LIBRARIANS

In order to attain the COMMON GOALS OF MICHIGAN EDUCATION, the State Board of Education recommends to curriculum administrators and librarians the following procedures:

1. Assist the school district to examine its culture, structure, policies and practices for freedom of racism, sexism and ethnocentricism.

2. With district staff, develop goals which should include, but not be limited to, the following:

   a. All curricula should reflect in fair perspective the culture, history, activities, beliefs, and contributions of racial and ethnic groups, males, females, and religions.

   b. All curricula should reflect the social realities of the common culture, and cultural diversity in American life.

   c. All curricula should include intergroup concepts designed to improve services delivered by instructional personnel, support personnel, the librarian and the curriculum administrator.

   d. Objectives for all school programs and activities should include the understanding of the relationship between individuals and groups of different races, ancestry, religions, socioeconomic background, males and females.

3. Develop curricula for all levels and for which multicultural concepts permeate all aspects of the culture of the school, and which programs and activities should include, but not be limited to, the following:

   a. Practices that are consistent with democratic ideals and multiculturalism.

   b. Studies of concepts and themes from the humanistic and behavioral sciences, which are applicable for understanding and appreciating our diverse and multicultural society.

   c. Both general and specific performance objectives in the cognitive and affective domain, determined by the needs of the different schools in the system.

d. Accurate information on the histories, lives, cultures, and beliefs of racial and ethnic groups, and religions.

e. Intergroup appreciation and understanding.

f. Duties and responsibilities, rights and privileges of students as participants and citizens in a multicultural society.

g. Utilization of bilingualism and bidialectalism as a positive contribution to the communication process.

4. Develop and implement system-wide seminars and workshops which should include, but not be limited to, the following:

   a. Development of attitudes, skills, and techniques so that knowledge of human and intergroup relations can be translated into experienced-based learning activities in the classroom and counseling environment.

   b. Studies of the values, life styles, and contributions of racial, ethnic, and economic groups in American Society.

   c. Analysis of the forces of racism, sexism, prejudice, and discrimination in American life and the impact of these forces on the experiences of majority and minority groups.

   d. Structured experiences in which staff persons have opportunities to examine their own understandings of the relationship of staff personnel value system and the personalities of the children and youth within the school culture.

   e. Key concepts and supportive concepts from various subject matter which may be translated into multicultural instructional and counseling experiences.

   f. Identification of race and sex stereotyping.

   g. Identification of concepts for developing learning and counseling experiences which are multicultural.

   h. Examination of the many dimensions of ethnic and racial experiences and cultures.

5. Identify and develop curriculum materials and activities that are authentic, culture specific, interdisciplinary, multidimensional, comprehensive, integrative, and ways to use them in developing cognitive, affective and psycho-motor skills.

6. Identify and develop curriculum materials and activities that are designed to encourage the students to develop pride in their own ethnic and cultural heritages.

7. Identify and develop curriculum materials and activities that are designed to expose students to alternative life styles and cultural options.

8. Identify and develop curriculum materials and activities that are designed to develop understanding and appreciation for the validity of others' ethnicity.

9. Develop, design, and organize multicultural programs utilizing conferences, workshops, field centers, simulation formats, displays, and exhibits.

10. Establish exchange seminars of the various schools within the system for enhancing education which is multicultural.
11. Provide multicultural materials and resources to various civic organizations, parent groups, as well as to school staff.
12. Develop and distribute a variety of multicultural educational materials within the school system.
13. Arrange school displays and exhibits of multicultural focus.
14. Assist in the on-going evaluation of the appropriateness of multicultural materials used in the instructional, guidance and counseling programs.
15. Identify and develop procedures to promote the on-going articulation about education which is multicultural among staff of the school system.
16. Establish a depository and learning center for the collection and cataloging of documents appropriate for the development of and use of multicultural instructional materials.
17. Identify and compile lists of community resources to provide enrichment and knowledge of the various cultures and the contributions of women.
18. Develop an instructional materials-counseling evaluation checklist to identify resource materials which:
    a. Foster respect for racial groups, ethnic groups, males and females.
    b. Represent realistically our pluralistic society, along with the roles and life styles open to all persons.
    c. Clarify the multiple dimensions of the historical and contemporary forces of economics, politics and religion which have operated to the advantage or disadvantage of racial groups, ethnic groups and women.
    d. Present and analyze intergroup conflict and cooperation, placing emphasis upon resolving social and economic problems.

E. POST-SECONDARY INSTITUTIONS: COUNSELOR TRAINING INSTITUTIONS AND TEACHER TRAINING INSTITUTIONS

In order to attain the goals and objectives of the COMMON GOALS OF MICHIGAN EDUCATION so as to ensure that all children, youth, and adults will have access to equal educational opportunities, the State Board of Education recommends to Post-Secondary Institutions, Counselor Training Institutions, and Teacher Training Institutions the following procedures:

1. Examine the current policies, practices and patterns of pre-professional preparation of teachers and counselors for evidences of structure and system procedures and practices which interfere with the effective preparation of persons for education which is multicultural.
2. Increase the extent of requirements of culture-specific courses in the teacher and counselor training curriculum.
3. Modify the teacher and counselor training curriculum so that they will include the following elements:
    a. Knowledge of the sequence of human development from birth to

death; specific knowledge and understanding of child and adolescent development.

b. Knowledge of how people learn and of various sociological and psychological theories of how people learn.

c. Relationship of teacher personality to expectations that impact upon instructional outcomes.

d. Relationship of counselor personality and behavior to desired student behavioral outcomes.

e. Knowledge of the implications of how each student brings his/her own personality into a school culture which may not be congruent with what the school supports.

f. Knowledge of the implications of the school culture in a technocratic and diverse multicultural society.

g. Knowledge of the impact of racism, sexism, prejudice, discrimination in our society and in the culture of the school.

h. Knowledge of the differences and virtues of relying on intuition, and common sense, as well as on experience, knowledge, authority and tradition.

i. How to examine alternative conceptual schemes and educational philosophies for the development of a personal guide to school culture, policy and practices.

j. Knowledge of the principles and process of curricular change.

k. Knowledge of tested methods of solving professional problems in the diverse and multicultural classroom and in the counseling process.

l. Opportunity to work with students in a variety of learning situations under the guidance of professionals who espouse education which is multicultural.

m. Knowledge and skills on the alternative means and materials of infusing education which is multicultural in the various subject matter.

n. Skills in working with parents and community groups.

o. Knowledge of the democratic ideals of this country and implications for a diverse and multicultural society in this state and country.

p. Knowledge of the interrelatedness of anthropology, sociology, psychology and educational theory as related to teaching and counseling in a diverse and multicultural society.

q. Knowledge of the culture, communication styles, beliefs, social conditions of various racial groups, ethnic groups, males, females, and religions in our society.

r. Knowledge of the contributions of women, racial and ethnic groups to the progress of our state and country.

4. Design and implement courses whereby the teacher and counselor trainees will acquire knowledge of their own and other cultures.

5. Design and implement courses which will give teacher and counselor

trainees the opportunities to examine various learning and counseling strategies and techniques for implementing education which is multicultural.

6. Encourage and support staff to conduct research on teacher-training methodologies and course content which will more effectively prepare trainees for teaching and counseling in this diverse and multicultural society.
7. Develop and implement in-service programs as sequential to pre-service programs for education which is multicultural.
8. Establish on-going forums, symposiums and seminars on alternatives for implementing education which is multicultural.
9. Make provisions for on-going staff seminars, forums and similar activities whose focus will be on the knowledge, philosophy, and concepts of multicultural education.
10. Establish and implement policies to recruit and maintain a multiethnic total staff, sensitive to the needs of implementing education which is multicultural.

F. PARENTS, STUDENTS AND THE COMMUNITY

In order to attain the goals and objectives of the COMMON GOALS OF MICHIGAN so as to ensure that all children, youth, and adults will have access to equal educational opportunities, the State Board of Education recommends to parents, students and the community the following procedures:

1. Participate with the school district's Multicultural Education Advisory Council composed of students, parents, representatives of business, industry, labor and who appropriately reflect the sex, race and ethnic makeup of the community.
2. Advise the local board of education in the implementation of guidelines for education which is multicultural.
3. Assist in identifying and defining the educational needs of students and the community.
4. Assist in the development of clear and concise statements of instructional objectives and expected student outcomes.
5. Provide lines of communication and dissemination of information about multicultural education programs through community organizations.
6. Provide a source for constant input from the community to the schools.
7. Assure that instructional materials and resources are consistent with school and community needs and are accurately reflective of all people who make up this state and country.
8. Provide the many and varied resources within the community to various school programs and activities.
9. Report periodically to the local board and administration as to the Advisory Council's work, progress and recommendations in the implementation of education which is multicultural.
10. Participate in the evaluation and improvement of education which is multicultural.

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MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

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